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ABSTRACT

This paper presents the syllabus for a course which provides instruction in reading and language arts evaluations for K-12 students perceived to have reading and language arts problems. The paper begins with a list of the four required texts and the six optional texts. The paper then discusses the grading policy, course objectives, course requirements, and the weekly course schedule. The paper also discusses the components of the literacy portfolios required of students, and the evaluation criteria of the literacy portfolios. Contains 30 references. (RS)

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Diagnosis and Remediation of Reading and Language
Arts Difficulties, K-12
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Summer, 1995

REQUIRED TEXTS

- Barrs, Myra, Sue Ellis, Hillary Tester, and Anne Thomas. (1989). The Primary Language Record: Handbook for Teachers. Portsmouth, NH: Heinemann.
- Goodman, Yetta, Watson, Dorothy, and Carolyn L. Burke. (1987). Reading Miscue Inventory: Alternative Procedures. New York, NY: Richard C. Owen Publishers.
- Rhodes, Lynn K. (1993). Literacy Assessment: A Handbook of Instruments. Portsmouth, NH: Heinemann.
- Rhodes, Lynn K. and Nancy Shanklin. (1993). Windows Into Literacy: Assessing Learners, K-8. Portsmouth, NH: Heinemann.

OPTIONAL TEXTS

- Clay, Marie M. (1993). Reading Recovery: A Guidebook for Teachers in Training. Portsmouth, NH: Heinemann.
- Clay, Marie M. (1993). An Observation Survey of Early Literacy Achievement. Portsmouth, NH: Heinemann.
- Falk, Beverly and Linda Darling-Hammond. (1993). The Primary Language Record at P.S. 261: How Assessment Transforms Teaching and Learning. New York, NY: NCREST Columbia University.
- Rhodes, Lynn K. and Curt Dudley-Marling. (1988). Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students. Portsmouth, NH: Heinemann.
- Walker, Barbara J. (1991). Supporting Struggling Readers. Portsmouth, NH: Heinemann.
- Woodley, John W. Reading Miscue Inventory System Disk. (Apple or IBM). New York, NY: Richard C. Owen Publishers.

COURSE DESCRIPTION

This course will provide instruction in reading and language arts evaluations for students perceived to have reading and language arts problems. A total literacy assessment perspective is the basis of this course. This total literacy assessment identifies the strengths and weaknesses of students, and guides students in the improvement of their learning, and guides teachers in the improvement of instruction, while they together monitor the learning that is occurring.

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Study, utilization, and interpretation of formal and informal assessment procedures, process and product oriented evaluations, and other selected measures useful in analyzing oral language, writing, and reading difficulties are the focuses of in-classroom and field experiences. Diagnostic data such as miscue analysis, retellings, running records, metacognitive interviews, oral language behaviors, and writing analyses are used to evaluate student needs and design appropriate and comprehensive instructional plans.

GRADING POLICY

Please refer to the college catalog for general comments with respect to grading and academic integrity. Criteria for evaluation specific to this course is attached to this syllabus.

COURSE OBJECTIVES

As a result of participation in this course, the student will:

1. analyze the nature of literacy assessment and evaluation as they relate to learning and the development of oral language, writing, and reading processes and products. (2-2.5)
2. demonstrate knowledge of human growth and development as it relates to the diagnosis and remediation of reading and language arts process from the sociopsycholinguistic perspective. (3-3.4)
3. effectively assess individual student needs, strengths and weaknesses, and progress using appropriate assessment measures as they relate to oral language, writing, and/or reading development. (11-11.7)
4. design appropriate individual remedial reading and language arts instructional plans utilizing formal and informal, process and product, and metacognitive assessment data. (5-5.5)
5. evaluate and discriminate among various diagnostic tools with respect to their research base, process or product being evaluated, process of evaluation, and the philosophy of reading and language arts underlying its construction. (2.1)

COURSE REQUIREMENTS

1. Attendance & Participation: Due to the collaborative workshop nature of this course, you must be in class each session fully prepared. Preparation includes reading assigned text, preparing a typescript for class to use with a taped oral reading & retelling, collecting writing samples, and engaging in miscue and writing analysis workshops. Nothing can replace the practice you will receive in class! (20 points)

2. Three Literacy Portfolios: Due to the comprehensive nature of this course, it is essential to demonstrate one's understanding of assessment of students at the elementary, middle school, and secondary levels. The three literacy portfolios, elementary, middle school, and secondary, are your opportunity to synthesize your understanding of the development of the literacy process, its assessment, and your proposed plan of individualized instruction to meet the needs of a student. Please note that you are to examine the literacy processes of three different students: one primary, one intermediate, and one secondary. Please refer to the guidelines for the design of the portfolios and the evaluation criteria.

Literacy Portfolio: Primary Level (20 points)

Literacy Portfolio: Middle School Level (20 points)

Literacy Portfolio: Secondary Level (20 points)

3. Self-evaluation: Summative reflective composition. (20 points)
This is explained further in the syllabus.

COURSE SCHEDULE

WEEK	TOPIC
#1	Introduction to course, content, expectations Focus: Examining the "troubled" reader/writer Examining Literacy Assessment - Primary Language - Oral Language - Reading - Writing - Metacognition (Rhodes/Shanklin, Ch. 1) Examining the Literacy Portfolios Preparation for Next Session Read Rhodes/Shanklin, Ch. 8-9 Optional Reading Farr/Carey. <u>Reading: What Can Be Measured?</u>
#2	Focus: Assessment: Yesterday & Today Perspectives: National, State, Local, Classroom, & Student NEAP, CAPT, CMT, Norm-referenced Tests, Criterion-referenced Tests, Portfolios, Self-assessment Preparation for Next Session Read Rhodes/Shanklin, Ch. 2
#3	Focus: Examining Reading Assessment: Process and Product Miscue Analysis: Defined, Procedures clarified Standardized Diagnostic Reading Tests Establish schedule for Miscue Workshop (Students try out miscue analysis in the safety of our classroom with support from each other.) Preparation for Next Session Read Goodman/Watson/Burke, Ch. 3-6 Read Rhodes/Shanklin, Ch. 4
#4	Focus: Assessing Language Systems and Strategies in Reading: Procedures for Miscue Analysis Procedures for Analyzing Miscues Miscue Workshop: 1. _____ 2. _____ 3. _____ Preparation for Next Session Read Rhodes/Shanklin, Ch. 5 Read Rhodes, Section 1 Review Goodman/Watson/Burke, pgs. 37-59

- #5 Focus: Assessing Reading Comprehension: Primary,
Middle School, and Secondary Levels

Miscue Workshop: 1. _____
2. _____
3. _____

Preparation for Next Session

Read Rhodes/Shanklin, Ch. 3
Review Rhodes, pgs. 2-31, 56-72

- #6 Focus: Role of Metacognition in Literacy Development

Miscue Workshop: 1. _____
2. _____
3. _____

Preparation for Next Session

Bring a traditional diagnostic reading test to class
either from our curriculum library or from your school.
Be prepared to compare and contrast it to Miscue
Analysis.

- #7 Focus: Traditional Forms of Reading Evaluation
Woodcock, Spache, Durrell, etc.

Miscue Workshop: 1. _____
2. _____
3. _____

Preparation for Next Session

Read Rhodes/Shanklin, Ch. 6
Read Rhodes, Section 2
Please bring to class three samples of student writing;
one from the elementary grades (1-4), one from the
middle grades (5-8), and one from high school (9-12).

- #8 Focus: Writing Process and Product Assessment

Writing Analysis Workshop

1. _____
2. _____
3. _____
4. _____

Preparation for Next Session

Read Rhodes/Marling, Ch. 6-12, on reserve

- *9 Focus: Supporting the Development of Reading and Writing
 Designing instruction in response to assessment

Writing Analysis Workshop

1. _____
2. _____
3. _____
4. _____

Preparation for Next Session

Read Rhodes/Marling, Ch. 6-12, Con't on reserve

- *10 Focus: Supporting the Development of Reading and Writing

Writing Analysis Workshop

1. _____
2. _____
3. _____
4. _____

Preparation for Next Session

Read Barrs/Ellis/Hester/Thomas (all)

- #11 Focus: A multicultural perspective: Examining the issues
 surrounding bilingual children's special needs,
 English language development, and observation,
 documentation, and assessment of progress.

Issues & Concerns Regarding the Literacy Portfolios

Preparation for Next Session

Read Rhodes/Shanklin, Ch. 10

Finalize Literacy Portfolios & Self-evaluation

- #12 Focus: Facilitating Change in Literacy Assessment
 Submit Literacy Portfolios
 Self-evaluation

LITERACY PORTFOLIO

Profile of the Student as a Reader and a Writer

Introduction: The LITERACY PORTFOLIOS should be in a loose leaf binder and each student and section must be clearly labeled. You will create portfolios for three different students one elementary, one middle school, and one secondary. You are encouraged to gather as many existing student artifacts as possible since such data helps one to create a picture of the whole student. Each portfolio must contain the following components:

Section A: Reading Profile

1. The actual (original or photocopy) text (grade & interest level appropriate) the student read, an unmarked typescript & a retelling outline
2. A transcript of the retelling (including your and the students responses)
3. A marked transcript (miscues marked)
4. A completed retelling summary sheet
5. A completed coding sheet
6. A completed reader profile

Section B. Writing Profile

1. The actual writing sample(s)
2. A completed analytical scoring sheet(s)
3. A completed spelling analysis
4. A completed writing profile

Section C. Metacognitive & Attitudinal Profile

1. Questionnaire or interview assessing metacognition
2. Attitudinal survey or interview with respect to reading and writing
3. A complete metacognitive and attitude profile

Section D. Standardized Test Results

1. Most students will have cumulative school records which will contain some standardized testing data. If you have access to information, please include it in this portfolio.

Section E. A written Evaluation of the Student as a Reader and a Writer which synthesizes the data gathered in the RMI, the analysis of writing, the metacognitive and attitudinal survey or interview, standardized test results, and teacher comments and observations. It must highlight the strengths and weaknesses of the student.

Section F. Recommendations for Instruction based on the above evaluation.

LITERACY PORTFOLIOS

Profile of the Student as a Reader and a Writer

Evaluation Criteria

Please note that each literacy portfolio is worth 20 points for a cumulative total of 60 points. A schedule for submission will be mutually negotiated.

Part I: Data	Points Possible	Points Awarded
The reading, writing, and metacognitive data must be comprehensive, complete, accurately coded, and appropriately organized.	5	_____
Part II. Analysis/Evaluation of Data		
Analysis and evaluation demonstrate an understanding of reading and writing as sociopsycholinguistic processes. Report reflects strengths and weaknesses, and attitudes of the student as a reader, a writer, and a learner.	5	_____
Part III. Recommendation for Instruction		
Recommendations for instruction are grounded in the evaluation data and reflect a process approach to reading and writing, including metacognitive coaching.	5	_____
Part IV: Attention to the Appearance of Literacy		
The portfolio is a professional work which is well organized, focused, supported with appropriate details/data, and adheres to the conventions of writing.	5	_____

Final Note! The various forms may be filled out by hand. However, the rest of the work must be typed!

Self-evaluation: Summative Reflective Composition.

Composition needs to address the following:

- (1) what you learned about literacy assessment strategies and your ability to use the various assessment tools,
- (2) how your professional literacy assessment experiences might affect your future efforts at diagnosis and the teaching of reading and L.A.,
- (3) your personal goals and action plan with respect to the diagnosis and remediation of reading and language arts difficulties.

Note: Please type this composition.

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